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ABSTRACT

This booklet charts models and organizational designs for existing bilingual/English-as-a-Second-Language (ESL) programs in New York City. The objective is to present design options for districts expanding bilingual/ESL services to special education, under city policy. An introductory section gives background on program mandates, models, implementation procedures, key design principles, teacher training/certification issues, and fiscal considerations. (MSE)

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ED 423 663

# OFFICE OF BILINGUAL EDUCATION

# BILINGUAL/ENGLISH AS A SECOND LANGUAGE PROGRAMS, MODELS AND ORGANIZATIONAL DESIGNS FOR GENERAL AND SPECIAL EDUCATION STUDENTS

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# OFFICE OF BILINGUAL EDUCATION
# BILINGUAL/ESL PROGRAMS, MODELS AND ORGANIZATIONAL DESIGNS FOR GENERAL AND SPECIAL EDUCATION STUDENTS

## INTRODUCTION

This booklet contains an array of bilingual/ESL programs, models and organizational designs that already exist in general education. Wherever possible, an example of a district in which a particular design was observed is included.

One goal of the booklet is to present these designs to districts in order to assist them in expanding bilingual/ESL services to special education settings. A second goal is to encourage prevention services for bilingual general education students so that referrals to special education will be reduced. A third goal is to provide bilingual/ESL programs for districts to serve LEP students who are currently receiving Interim Alternate Placement services or not being served and to reduce the numbers of Interim Alternate Placements needed by the system.

Each district will be encouraged to expand existing bilingual/ESL designs or to establish at least one bilingual and one ESL organizational design with special education students. In addition, districts will also be encouraged to phase-in the Bilingual Intervention/Prevention design with general education, literacy or "at risk" LEP students.

All new designs will require careful evaluation across the 1996-1997 school year.

### Program Mandates

The Board of Education of the City of New York currently operates approved programs under the New York State Commissioner's Regulations Part 154, and court mandates. All school districts prepare a yearly Part 154 Plan and Report. Each district must identify and serve LEP students with appropriate instructional services. The New York City Board of Education passed a resolution outlining its Policy for The Education of Pupils with Limited English proficiency (LEP) as required by Part 154 of the Regulations of the Commissioner of Education (August, 1990). (See Transitional Bilingual Instructional Program Continuum, page xi).

The New York City Board of Education established a Policy Supporting Language Proficiency on February 19, 1986:

"The Board of Education seeks to have all students proficient in English;

The Board of Education seeks to have all students gain proficiency in at least one other language in order to enable students to participate fully in an increasingly multicultural society;

The Board of Education desires to provide multilingual programs to enrich educational opportunity and foster academic growth;

The Board of Education supports the educational concept of developing proficiency in two languages, one of which must be English, for all students. The Chancellor shall present to the Board of Education plans to implement this policy."

## EXPLANATION

"The Board of Education seeks to have all students proficient in English. Adoption of this policy statement sets forth the Board of Education's and Chancellor's intention and commitment to promote language mastery, where feasible, in one other language to meet the needs of students and the communities in which they reside. The increasing number of limited English proficient immigrants in New York City makes the knowledge of more than one language and culture important.

The Board of Education further acknowledges and reaffirms its historical commitment to equal educational opportunity for limited English proficient children. The school system shall continue to provide bilingual education to those students whose native language is other than English and whose English skills are limited. The teaching of English shall continue to be a required component of all bilingual programs.

It is expected that the multilingual programs will result in an instructional climate in which schools can incorporate and build upon the linguistic and cultural strengths that each child brings to school, thereby improving educational outcomes for all children. Toward this end, the Chancellor will work with the Commission on Bilingual Education and others in developing a program that will enable students to become multilingual."

In addition to complying with C.R. 154, New York City public schools must provide LEP students with appropriate services in compliance with the Aspira Consent Decree and the Lau Compliance Plan. Districts and individual schools must carefully follow all program mandates. As appropriate, program and organizational designs may be selected for implementation with general and special education students. In addition, districts and schools must follow agreements stipulated by José P. court mandates related to the needs of special education students. The New York City Board of Education ratified its Policy supporting Language Proficiency on February 19, 1986 and its Policy for the Education of Pupils with Limited English Proficiency (LEP) as required by Part 154 of the Regulations of the Commissioner of Education, August, 1990.

### Program Models

This booklet of bilingual and English as a Second Language (ESL) program models and instructional designs summarizes various models, organizational patterns, which can be implemented to meet the diverse educational needs of general and/or special education limited English proficient (LEP) students.

In New York State there are two approved programs for services for LEP students: a bilingual education program and a free-standing English as a second language program. Within each program there are services to LEP students which may be provided through several models. For example, bilingual education may be a transitional model, a maintenance model or a dual language (two-way bilingual education program) model. Each model may have a different organizational pattern. In a free-standing ESL program the class may be self-contained, in-class (push-in), or departmentalized. (See Conceptual Framework, page xii).

All New York City Board of Education programs, regardless of how they are organized, must comply with the minimum requirements and elements prescribed in C.R. 154 as well as all legal mandates such as the Aspira Consent Decree, Lau Compliance Plan, José P. stipulations, and New York City Board of Education

resolutions such as The Policy Supporting Language Proficiency of February, 1986 and the Policy for the Education of Pupils with Limited English Proficiency (LEP) as required by Part 154 of the Regulations of the Commissioner of Education, August 1990.

## Process of Implementation

This draft of the bilingual and ESL program models and instructional designs is the first of several major steps in activities designed to expand and improve bilingual/ESL services for general and special education students.

The major activities are:

1. Development of draft booklet on bilingual/ESL organizational designs for general and special education students.

2. New York City Board of Education and New York State Education Department (NYSED) approval of program models and instructional designs.

3. Development of student profiles to complement bilingual/ESL models.

4. Professional development for clinical, instructional staff and administrators prior to districts' initial selection and implementation of bilingual/ESL program models and instructional designs.

5. Implementation and evaluation of models.

6. Professional development and full implementation of bilingual/ESL program models and instructional designs in districts with the goal of the reduction/elimination of Interim Bilingual Alternate Placement services.

## Key Principles

In the selection of the varied models and organizational designs, school districts must note:

1. All provisions of a special education student's Individualized Education Program must be met including bilingual services, if required.

2. For special education students, mandated bilingual/ESL services must be provided in the least restrictive environment.

3. The implementation of all the bilingual/ESL designs requires comprehensive orientation sessions to introduce the designs and on-going professional development for all staff in general and special education in both clinical and instructional settings. (e.g., Committees on Special Education (CSEs) chairpersons and staff, District Administrators of Special Education (DASEs), principals, teachers, and paraprofessionals.)

## Important Considerations

It is important to highlight that these organizational designs exist currently in various school districts throughout New York City as was documented through team visits by members of the DBE Bilingual Education Advisory Committee to 29 schools.

For the purpose of this initiative, districts are asked to identify their current bilingual/ESL programs and evaluate whether new designs should be implemented. Districts may already be implementing one or more of the designs. Districts may want to contact other districts with different existing bilingual ESL programs prior to their implementation.

Special note of the particular needs and configurations of preschool and high schools settings must be considered as described below:

LEP preschool special education students must continue to simultaneously develop native language skills initiated in the home setting, as well as acquire English as a Second Language skills if indicated on the IEP. The preschool bilingual/ESL instructional designs represent those that exist or could exist in the public school sector.

The needs of high school LEP students in general and special education, as well as the structures of large, comprehensive high schools may limit high schools in implementing other than traditional Transitional Bilingual Education and Free-Standing ESL Program Models. However, the new, smaller high schools have the possibility of considering and initiating other bilingual/ESL program models and instructional designs, while maintaining instruction in the native language and in English, in accord with current regulations.

## Certification Issues

"Certification" in the designs presented indicates what is currently required for quality preparation.

RECOMMENDATIONS ARE NOT REQUIREMENTS, BUT OFFER ADDITIONAL BENEFITS TO ENHANCE QUALITY EDUCATIONAL PROGRAMS.

It should be noted that a bilingual general education teacher is required to have an elementary or content area certification, as well as a bilingual education extension. A bilingual special education teacher is required to have a special education certificate with a bilingual extension. A regular New York City license in the appropriate bilingual category is acceptable.

Special education and ESL certifications are K-12 "umbrella" certifications that do not require, at this time, additional content area specializations.

All staff must hold appropriate New York State certificates or New York City licenses. New York State temporary licenses must be sought for staff who are not appropriately certified. In order to place underqualified staff in shortage area positions districts must nominate individuals for New York State temporary licenses if these individuals do not hold an appropriate New York State certificate or New York City license.

(See New York State Certification and New York City Board of Education Licenses, p. x).

## Professional Development Needs

Ongoing professional development is essential for all staff (clinical and instructional) working with students who participate in bilingual/ESL special education programs. With the diverse student population that schools serve today, it is essential that all staff receive on-going professional development on bilingual/ESL programs and strategies, whether or not they work directly with LEP students, and even if they hold bilingual or ESL certificates.

Basic core training topics should minimally include: first and second language acquisition processes; cognitive academic language proficiency in the first and second languages, cultural diversity, adaptation of curricula and instructional approaches for prevention/intervention strategies, and collaboration and interpersonal strategies among bilingual/monolingual general and special education staff.

Preschool and early childhood staff require the basic core training with additional emphasis on early childhood methodology, child development, speech and language development in the first and second languages, as well as issues related to culturally/linguistically diverse preschool/early childhood students and their families.

ESL teachers, as well as general education elementary, intermediate and secondary subject teachers, require support through professional development approaches on special education services, programs and instructional adaptations and approaches.

Middle and high school staff require information on program models as they are applied in departmentalized settings, with a strong emphasis on content area study in the native language and utilizing ESL strategies and literacy approaches.

## Fiscal Considerations

The Office of Budget Operations and Review (OBOR) has made an initial analysis of each bilingual/ESL program model and organizational design. The Office of Budget and Personnel of the Deputy Chancellor for Instruction will provide additional review and cost analyses for program implementation and professional development. MIS I is being used as the base for special education cost estimates. Costs for other settings increase according to pupil and staff ratios.

**It is important to note that the following organizational designs presented have potential savings for MIS I settings in special education: Self-contained Bilingual Education Class; Two-Way (Dual Language) Bilingual Program, Bilingual Team Teaching, and ESL Team Teaching. The general education Bilingual Intervention/Prevention design also provides potential savings.**

**COST ESTIMATES HAVE BEEN CALCULATED ONLY FOR COMMUNITY SCHOOL DISTRICTS.**

Summary

This document, under the leadership of OBE, represents collaborative efforts among many individuals, and central offices representing general and special education, regions and districts, the Office of Bilingual Education's Bilingual Education Advisory Committee, as well as the New York State Education Department.

The ultimate goal of this initiative is to implement expanded, quality bilingual/ESL services for all LEP students in general and special education settings.

## DEFINITION OF TERMS

### BILINGUAL EDUCATION

"Bilingual education program shall mean a transitional program of instruction which includes an English as a second language component, content area instruction in the native language and English and a native language arts component. Such instruction shall take into account the first language and culture of such pupils. (C.R. Part 154, Appendix A, p.4)

Maintenance Bilingual Programs - "Maintenance programs provide English-language and primary language development for LEP students. The goal of a maintenance program is to make students bilingual and biliterate." (A Commonsense Guide to Bilingual Education, ASCD, 1991).

### Two-Way Bilingual Education Programs

A Two-Way Bilingual Education Program is one which employs two languages (one of which is English) for the purpose of instruction and involves students who are native speakers of each of those languages. Both groups of students -- limited English proficient (LEP) and English proficient (EP) -- are expected to become bilingual.

In a Two-Way Bilingual Education Program, the students learn the New York State approved curriculum through their own and a second language, one of which is English, to become proficient in a second language, and continue to develop skills in their native language.

(NYSED Two-Way Bilingual Education Program Guidelines, p.1)

### English as a Second Language

"English as a second language program means a free-standing program of instruction composed of an English as a second language component, and content area instruction in English, supported by English as a second language methodologies. Such instruction shall take into account the first language and culture of such pupils." (C.R. Part 154, Appendix A, p.4)

(NYSED - Guidelines for Programs under Part 154 of Commissioner's Regulations for Pupils with Limited English Proficiency: Bilingual Education/English as a Second Language, April 1990)



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## PROPOSED TIMELINE

| | |
|---|---|
| I. A. Approval of Bilingual/ESL Programs and Organizational Designs by NYC Board of Education and New York State Education Department. | March, 1996 |
| B. Preparation for Orientation Sessions | |
| 1. Establishment of BOE Coordination Group for Orientation, Implementation, Evaluation and Monitoring of Processes. | March, 1996 |
| 2. Identification of one contact person for each District and each High School Superintendency. | May, 1996 |
| II. ORIENTATION PHASE | |
| A. Professional Development Orientation for Administrators of Clinical and Instructional Staff, (ex. Superintendents, Clinical Administrators, District Administrators for Special Education, Bilingual Supervisors, Coordinators and District Directors of Instructional and Professional Development.) | May, 1996 |
| B. Dissemination of Bilingual/ESL Program/ Organizational Designs. | May, 1996 |
| C. Districts Will Expand Existing General and Special Education Bilingual/ ESL Programs. Districts Will Select <u>One</u> Bilingual Special Education <u>and</u> <u>One</u> ESL Special Education Organizational Design. | May, 1996 |
| Schools and Staff Identified. | |
| D. Districts Phase-in Bilingual Intervention/Prevention Program for General Education Students. | May-September, 1996 |
| III. IMPLEMENTATION PHASE | |
| A. Professional Development Sessions for Staff Implementing New Models/Designs | June, 1996 |
| B. Additional Professional Development Sessions for Newly Hired Staff. | September, 1996 |
| C. Districts Phase-In New Bilingual/ESL Designs. | September, 1996 |
| D. On-Going Evaluation and Monitoring. | September, 1996-June, 1997 |

Dual Literacy Program: A Dual Literacy Program is a component of an existing bilingual education program designed for students with interrupted or no formal educational experiences. As such, they may lack sufficient linguistic/academic competence to participate fully in the bilingual education program. To ensure eventual transition to the latter, targeted students receive intensive instruction in Native Language Arts, ESL and in content areas. Additionally, this general education program serves to minimize inappropriate referrals to special education.

Organizational Patterns

(1) Self-contained Classes : The students remain in the same classroom for most of the day except during subjects such as art, music and physical education. They are classified as beginning, intermediate, advanced and transitional, based on their degree of English proficiency. They may also be assigned to skill subgroupings within these classifications as well as subgroupings based on their performance in content area subjects.

(2) Team-Teaching: This pattern of shared instructional responsibilities between bilingual and monolingual English teachers is often seen on the elementary level. A certified bilingual teacher provides instruction in native language arts and the content areas in the native language and in English; the ESL instruction is provided by the bilingual teacher or by a certified ESL teacher. Monolingual and bilingual teachers are scheduled to share instruction for two classes.

(3) Departmentalized Classes: This pattern is most appropriate for grades where instruction is departmentalized, such as intermediate, junior and senior high schools. Students are grouped for instruction in subject classes taught in their native language and in English by certified bilingual teachers. ESL instruction is given by certified ESL teachers. The students are integrated with the monolingual school population for music, art and physical education.

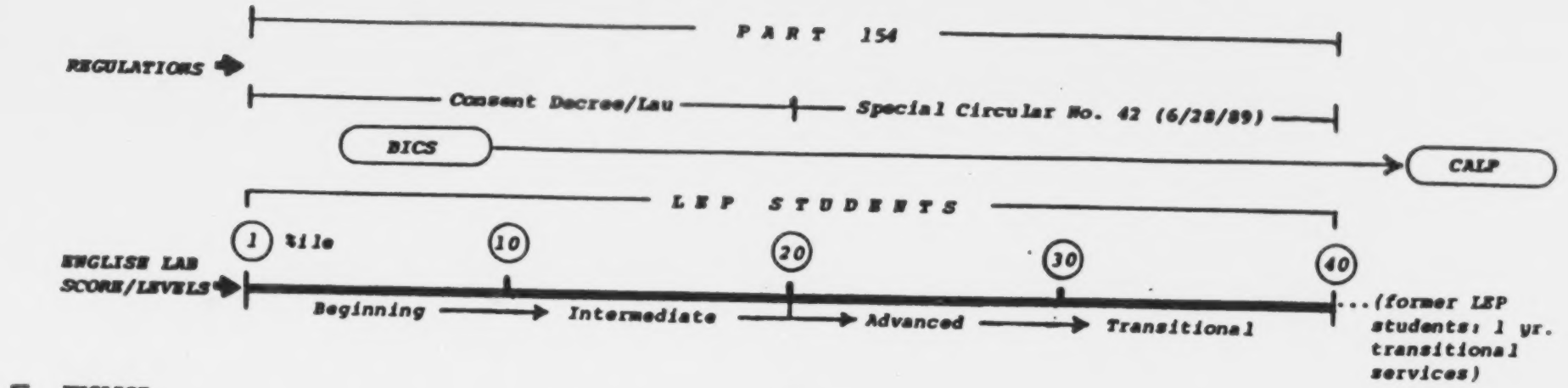
(4) Integrated Service: For purposes of this document, "integrated service" is defined as the provision for the participation of general education and special education students in a bilingual/ESL class. The organizational design may vary. (e.g. Superstart Plus, mainstreaming, etc.)

(5) Itinerant Bilingual/ESL Service: The itinerant teacher provides bilingual and/or ESL services to students in more than one classroom. The teacher may service a series of classes in one school or may need to travel to more than one school per day or per week.

## IV. ON-GOING TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT

| | |
|---|---|
| A. Special Education Professional Development for ESL Certified Teachers (10 Hours) | September-December, 1996 |
| B. On-Going Technical Assistance and Professional Development Sessions - Central (DBE & SETRC)/ UFT/Districts. | On-going 1996-1997 |
| C. Share Fairs on Bilingual/ESL Designs (by borough) | Spring, 1997 |

## TRANSITIONAL BILINGUAL INSTRUCTIONAL PROGRAM CONTINUUM




**BILINGUAL PROGRAM**

**ENGLISH LANGUAGE SKILLS (ESL)** → Listening/Speaking, Reading/Writing | Reading/Writing, Listening/Speaking

{ Emphasis on particular language skills development depends upon student's age and level of English or native language proficiency }

**NATIVE LANGUAGE SKILLS (NLA)** → Reading/Writing, Listening/Speaking

**SOCIAL STUDIES SCIENCE MATHEMATICS** → Instruction primarily/exclusively in the native language ($L_1$) | Instruction primarily in English ($L_2$)

BICS - Basic Interpersonal Communication Skills
CALP - Cognitive Academic Language Proficiency

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## NEW YORK STATE CERTIFICATION AND NEW YORK CITY BOARD OF EDUCATION LICENSES

**This list is to be reviewed by the NYSED Office of Teaching and NYC Board of Education Division of Human Resources.**

### NYS CERTIFICATION FOR TEACHERS

Elementary (N-6) with/without a bilingual education extension
Secondary Subject Area (7-12) with/without a bilingual education extension
English as a Second language
Special Education with/without a bilingual education extension

### NYC LICENSES

Bilingual Early Childhood
Bilingual Common Branches
English as a Second Language
Secondary Subject Area
Bilingual Secondary Subject Area
Special Education
Homebound Children
Classes for the Blind
Classes for Children with Limited Vision
Classes for the Deaf and Hard of Hearing

Note: Although new bilingual and ESL ancillary licenses are not being issued, current ancillary license holders may continue to use them.

Note: The document lists minimum certifications. Examples of recommended certification that teachers may hold, are:

- Dual certification in elementary (K-6) or secondary content area and special education certification with bilingual education extension.
- Certification in elementary (Pre K-6) with an early childhood annotation and a bilingual education extension.
- Dual certification in ESL and special education.

## OFFICE OF BILINGUAL EDUCATION

### Conceptual Framework

### Schema - Bilingual and ESL Program Models

**Mandated Programs**

**Organizational Patterns**

**Special Innovative Programs ***

- Magnet
- Dual Literacy
- Two-Way
- Remediation (e.g., Title I)
- Maintenence
- Gifted/Talented
- Special Guidance
- Community School
- New Arrivals
- Students at Risk

**Other Factors**

- Professional Development/ Instructional Support
- Supervision
- BOE Support Staff (e.g. paraprofessionals, guidance and clinical staff)
- CBO Collaboration

**Transitional Bilingual Education (TBE) Programs** ⟷

- Self-Contained
- Team Teaching
- Departmentalized

- ESL (English as a second language)
- Native Language Arts (NLA)
- Social Studies, Science, Math (Native language and English)
- Appropriate Bilingual and ESL approaches
- Sufficient native language and ESL instructional materials/curriculum
- Appropriate NYS Certification with Bilingual Education Extension

**Free-Standing ESL Programs** ⟷

- Self-Contained
- Push-in/Pull-Out
- Team Teaching
- Departmentalized

- ESL (English as a second language)
- Social Studies, Science and Math (English using ESL Methodologies)
- Appropriate ESL Approaches
- Sufficient ESL Instructional materials/ curriculum
- NYS Certification in English as Second Language

*Special innovative programs and other factors (see above) are to be considered with both mandated programs: Transitional Bilingual Education and Free-Standing

# BILINGUAL ORGANIZATIONAL DESIGNS

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 1. Self-Contained Bilingual Education Class<br><br>A program designed to help LEP students acquire English proficiency while they continue to learn the subject area appropriate to their age and grade levels in their native language to provide a transition from instruction in ESL and the native language to instruction conducted only in English. (NYS-Part 154 C.R., 1991).<br><br>(Design can be used with transitional bilingual, maintenance bilingual or two-way bilingual programs. Please see designs # 4, 6 and 8.) | ■ Minimum of one unit of ESL<br>■ Minimum of one unit of native language arts<br>■ Content area instruction in native language and in English<br>■ Appropriate bilingual and ESL approaches<br>■ For special education, appropriate curricular and instructional adaptations.<br>■ Sufficient native language and ESL instructional materials/curricula | <u>Language Criteria</u><br><br>Pre-K students are identified as LEP based on the results of the Home Language Identification Survey and a NYS approved prekindergarten screening which includes a parent interview and a child observation conducted in the child's native language.<br><br>K-12 students are identified as LEP based on the results of the Home Language Identification Survey and performance on the Language Assessment Battery.<br><br><u>General Education Eligibility</u><br><br>■ General education students who require bilingual services.<br><br><u>Special Education Eligibility</u><br><u>NOTE</u>: THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE ESL SERVICES ONLY AS PER THEIR IEPs.<br><br>Special education students are identified by the CSE/CPSE team as disabled and requiring bilingual services as per their IEPs.<br><br>■ Special education students requiring bilingual services, including academic, as well as functional life skills and career development. (Applicable for students with mild, moderate and severe disabilities). | Pre-K, Elementary, Intermediate and High School Levels (Pre K-12) |

| Program Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 1. Self-Contained Bilingual Education Class | X<br>(Pre K-8)<br><br>Examples:<br>C.S.D # 2, 7, 9, 10,15,17,22, & 24 | X<br>(Pre K-12)<br><br>Examples:<br>C.S.D #4, 7,9,15,17, 24,30,<br>D. 75 | X | Bilingual General Education<br>Minimum of 15 up to a maximum class size, varying by district's needs.<br><br>Bilingual Special Education<br>Please consult NYC Board of Education Educational Services for Students with Handicapping-capping Conditions for specific size and staff ratios. | BILINGUAL GENERAL EDUCATION PROGRAM<br>■ NYS (N-6) certification with bilingual education extension.<br>■ NYS secondary area certification with bilingual education extension.<br><br>BILINGUAL SPECIAL EDUCATION ELIGIBILITY<br>■ NYS special education certification with bilingual education extension.<br>■ NYS subject area certification with bilingual education extension (must be in consultation with NYS special education certified teacher) | The cost should be the same as a monolingual self-contained class.<br><br>Potential cost savings: Elimination of one or more Alternate Placement Language Paraprofessionals. |

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 2. Bilingual SuperStart<br><br>Pre-kindergartners participate in a pre-kindergarten bilingual classroom with developmentally appropriate curriculum that takes into account the children's strengths, interests, learning styles, native language skills, level of English proficiency, and stages of language development. Native and second language development are fostered in a language-rich environment. There is strong parental involvement and a social service component. | ■ ESL readiness and whole language development<br>■ Native language arts and whole language development<br>■ Instruction is theme-based and interdisciplinary in native language and in English<br>■ Appropriate bilingual and ESL approaches for preschoolers<br>■ Sufficient native language and ESL instructional materials, including manipulatives, and multi-media materials appropriate for preschoolers | <u>Language Criteria</u><br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and a NYS approved prekindergarten screening which includes a parent interview and a child observation conducted in the child's native language.<br><br><u>General Education Eligibility</u><br><br>■ General education bilingual pre-schoolers are selected as most in need of participating in the Bilingual SuperStart Program. | Pre-Kindergarten (4 years old) |

| Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 2. Bilingual SuperStart | X<br><br>Examples<br><br>C.S.D #2,12,17 | | | Class size is 18 LEP youngsters grouped by language with a bilingual teacher and a bilingual paraprofessional.<br><br>It is recommended that bilingual classes be formed when there are at least 15 LEP youngsters can be grouped by language, either in A.M. or P.M. sessions. | BILINGUAL GENERAL EDUCATION<br><br>■ NYS (N-6) certification with a bilingual education extension.<br><br>■ RECOMMENDED BUT NOT REQUIRED<br><br>NYS (Pre K-6) certificate with a bilingual education extension plus an early childhood annotation. | The cost should be the same as a monolingual SuperStart |

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 3. Bilingual Prekindergarten Special Education Itinerant Teacher (SEIT)<br><br>The goal of the BOE prekindergarten SEIT initiative is to promote the success of LEP prekindergarten special education students in a general education setting using bilingual itinerant services, provided by a bilingual licensed special education teacher who serves as the bilingual SEIT teacher.<br><br>LEP students will receive a combined minimum of two hours per week of direct instruction and indirect services in accordance with their IEPs.<br><br>Adapted from Instructional Special Circular No. 13, May 1995, pp. 3-4<br><br>NOTE:<br>The bilingual general education teacher provides the basic bilingual/ESL program. | ■ ESL readiness and whole language development<br>■ Native language arts and whole language development<br>■ Instruction is theme-based in native language and in English<br>■ Appropriate bilingual and ESL approaches for preschoolers<br>■ Appropriate curricular and instructional adaptations for students with special needs<br>■ Sufficient native language and ESL materials for preschoolers<br>■ Hands-on activities with use of real materials and experiences | Language Criteria<br><br>Student are identified as LEP based on the results of the Home Language Identification Survey and a NYS approved prekindergarten screening which includes a parent interview and a child observation conducted in the child's native language.<br><br>Program Criteria<br><br>For Board of Education SEIT, children must be eligible for general education component in order to receive the SEIT services.<br><br>Special Education Eligibility<br>NOTE: THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE ESL SERVICES ONLY AS PER THEIR IEPs.<br><br>LEP preschoolers with disabilities are identified by the CSE/ CPSE team as disabled and requiring bilingual SEIT services as per their IEPs. | Pre-Kindergarten (4 years old) |

| Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 3. Bilingual Prekindergarten Special Education Itinerant Teacher (SEIT) | | | X<br><br>Example:<br><br>C.S.D #7 | Approximate caseload per teacher is 16 preschoolers with disabilities per week.<br><br>Two (2) special education children per class receive SEIT services in a classroom with 16 other pre-schoolers. | BILINGUAL GENERAL EDUCATION<br>■ NYS (N-6) certification with a bilingual education extension.<br><br>BILINGUAL SPECIAL EDUCATION<br>Bilingual SEIT teacher:<br>■ NYS special education certification with a bilingual education extension.<br><br>RECOMMENDED BUT NOT REQUIRED<br>■ NYS special education certification, Pre K-6 certification with a bilingual education extension plus an early childhood annotation. | The cost should be the same as the monolingual SEIT. |

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 4. Bilingual SuperStart Plus (Bilingual Integrated Model)<br><br>Prekindergartners; disabled and non- disabled, participate together in bilingual prekindergarten classroom with developmentally appropriate curriculum tailored to meet their needs and to build on their strengths, interests, learning styles, native language skills, level of English proficiency, and stages of language development. Native and second language development are fostered in a language-rich environment. There is strong parental involvement and a social service component. | ■ ESL readiness and whole language instruction<br>■ Native language arts and whole language development<br>■ Instruction through early childhood themes and activities in an experiential curriculum in the native language and in English<br>■ Appropriate bilingual and ESL approaches for preschoolers<br>■ Appropriate curricular and instructional adaptations for students with special needs<br>■ Sufficient native language and ESL instructional materials including manipulatives, and multi-media, multisensory items. | <u>Language Criteria</u><br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and and a NYS approved prekindergarten screening which includes a parent interview and a child observation conducted in the child's native language.<br><br><u>Special Education Eligibility</u><br><u>NOTE</u>: THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE ESL SERVICES ONLY AS PER THEIR IEPS.<br><br>LEP prekindergarteners with disabilities are identified by the CSE/CPSE team as disabled and requiring bilingual services as per their IEPs.<br><br>For LEP disabled preschoolers three major criteria are important variables for appropriate class placement:<br><br>■ native language proficiency<br>■ degree of English language exposure at home<br>■ degree and type of disability | Pre K |

| Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
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| | General Ed. | Special Ed. | Integrated Service | | | |
| 4. Bilingual SuperStart Plus | | | X<br><br>Example:<br><br>C.S.D. #7 | General Education<br>10-12:1:1<br><br>Special Education<br>6-8:1:1<br><br>Integrated programs can group 10 to 12 bilingual general education and 6 to 8 bilingual special education students in the same learning environment. | BILINGUAL GENERAL EDUCATION<br>■ NYS (N-6) certification with a bilingual education extension.<br><br>RECOMMENDED BUT NOT REQUIRED<br>■ NYS (Pre K-6) certification with bilingual education extension plus an early childhood annotation.<br><br>BILINGUAL SPECIAL EDUCATION<br>■ NYS special education certification with bilingual extension. | The cost should be same as the monolingual SuperStart Plus |



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| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
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| **5. Bilingual Intervention/Prevention Class**<br><br>An enriched bilingual program in general education to strengthen native language skills and develop ESL and academic skills through literature-based and experiential activities. Students are selected through teacher recommendation and would have been "retained" were it not for this alternative program.<br><br>Classes can be formed with students who have low literacy skills and limited or interrupted formal educational experiences.<br><br>NOTE:<br>In the high schools this program is known as a Dual Literacy Program. | ▪ Minimum of one unit of native language arts<br>▪ Minimum of one unit of ESL<br>▪ Native language, whole language development to increase literacy skills<br>▪ Content area instruction in native language and in English<br>▪ Appropriate curricular and instructional adaptations and intervention strategies<br>▪ Sufficient native language and ESL instructional materials | Language Criteria<br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and performance on the Language Assessment Battery.<br><br>General Education Eligibility<br><br>Students are identified as in need of additional bilingual/ESL support in order to prevent referrals to special education or to prevent "grade retention" due to lack of literacy skills.<br><br>Students can be grouped for literacy needs, lack of previous education or interrupted education. | Elementary, Intermediate, High Schools |

| Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 5. Bilingual Intervention/ Prevention Class | X<br><br>Examples:<br><br>C.S.D #6,7,10<br><br>High School<br><br>Dual Literacy Programs | | | 20:1 | BILINGUAL GENERAL EDUCATION<br><br>NYS (N-6) certification with a bilingual education extension.<br><br>NYS certification in subject area with bilingual education extension. | Additional costs per year range from $14,327 to $34,026 per class and $716 to $1,701 per student. (Range covers early childhood to junior high school).<br><br>Potential Savings:<br><br>A very rough estimate of potential savings on teacher costs alone ranges from $1,086 - $4,020 per student, per year, that the student is maintained in a bilingual general education class. |

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 6. High School Dual Literacy Program<br><br>In secondary schools, this is a component of an existing bilingual education program, in general education, designed for students with limited or interrupted formal education experiences. Students are selected for this program via school administered formal/ informal diagnostic tests intended to measure literacy in both the native language and English. Students remain in this program from one to three terms and receive intensive instruction and support services. They transition to the regular bilingual education program when significant linguistic and academic progress is evidenced. This program also serves as an effective deterrent to inappropriate special education referrals. | ■ Double period of Native Language Arts (NLA)<br>■ Double period of English as a Second Language (ESL)<br>■ One period of bilingual social studies, science and/or mathematics in native language and in English*<br>■ One period of bilingual occupational/ vocational education*<br><br>*Curricular and instructional adaptations are required to allow target students full access to coursework. | <u>Language Criteria</u><br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and performance on the Language Assessment Battery.<br><br><u>General Education Eligibility</u><br><br>Students are identified as in need of bilingual general education programs. Students have had limited or interrupted formal education experiences.<br><br>Students are usually grouped for Native Language Arts, English as a Second Language and one or more content area subjects (refer to Description and Instructional Components). | Middle Schools<br>High Schools |

| Program Title | Implementation for | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 6. High School Dual Literacy Program | Examples:<br>X<br>John Bowne H.S.<br>Eastern District H.S.<br>Bryant H.S.<br>Flushing H.S.<br>George Washington H.S. | | | 20.1 | BILINGUAL GENERAL EDUCATION<br>■ NYS secondary certification in subject area with a bilingual extension.<br>■ NYS certification in ESL | If incorporated into existing bilingual education program with no additional staffing requirements, the cost is $ 0. For each additional .2 (one class) requiring additional staff, the estimated cost is $10,000 annually (based on average teacher salary plus fringe benefits).<br>Potential savings would be the total amount of dollars not spent on a special education placement. |

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 7. Bilingual "Plus" Program<br><br>An enriched bilingual integrated program to strengthen native language, develop ESL and academic skills through literature- based and experiential activities. The general education students are selected through teacher recommendations and parental consent. The special education students are selected through the CSE process. This program provides for team teaching between general and special educators with the support of an educational assistant. | ▪ Minimum of one unit of native language arts<br>▪ Minimum of one unit of ESL<br>▪ Native language, whole language development to increase literacy skills<br>▪ Content area instruction in native language and in English<br>▪ Appropriate curricular and instructional adaptations as intervention strategies<br>▪ Sufficient native language and ESL instructional materials | <u>Language Criteria</u><br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and performance on the Language Assessment Battery.<br><br><u>General Education Eligibility</u><br><br>Students in need of bilingual services are selected heterogeneously.<br><br><u>Special Education Eligibility</u><br>**<u>NOTE</u>: THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE ESL SERVICES ONLY AS PER THEIR IEPs.**<br><br>Students are identified through the CSE process as disabled and requiring bilingual services, as per their IEPs. | K-3 (could be expanded up to grade 5) |

| Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 7. Bilingual "Plus" Program | | | X<br><br>Example:<br><br>C.S.D #30 | General Education<br>15:1 (1 bilingual teacher).<br><br>Special Education<br>10:1:1 (1 bilingual teacher, 1 bilingual paraprofessional).<br><br>This class size is 25 students.<br><br>The class size and ratio may differ slightly depending on school model. Participating schools must be included in the innovative waiver. | BILINGUAL GENERAL EDUCATION<br><br>■ NYS (N-6) certification with bilingual education extension.<br><br>BILINGUAL SPECIAL EDUCATION<br><br>■ NYS special education certification with bilingual extension.<br><br>Bilingual Paraprofessional<br><br>Paraprofessional needs to have completed high school, at least 6 credits in college and be bilingual in students' native language and English. | The cost should be the same as the monolingual "Plus" program. |



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| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 8. Bilingual Special Education Consultant Teacher<br><br>The bilingual special education consultant teacher provides direct and indirect services in a bilingual general education class to LEP general education students and one or more disabled LEP students who exhibit academic difficulties in native language/ESL language arts and content area instruction.<br><br>LEP special education students are those who can succeed full time in a bilingual general education classroom with the additional support of the bilingual special education consultant teacher.<br><br>Instructional Special Circular #9, 1994-95.<br><br>NOTE:<br>The bilingual general education teacher provides the basic bilingual/ESL program.<br><br>**Consultant teacher in special education is the least restrictive instructional service on the continuum. | ■ Minimum of one unit of ESL<br>■ Minimum of one unit of native language arts<br>■ ESL for cognitive academic growth<br>■ Content area instruction focusing on academic and learning strategies for independent functioning in the native language and in English<br>■ Native language and ESL instruction using manipulatives and multisensory resources to support students' learning styles<br>■ Sufficient native language and ESL instructional materials and resources | Language Criteria<br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and performance on the Language Assessment Battery.<br><br>General Education Eligibility<br><br>Most of the students in the bilingual general education class are functioning on or above grade level and do not receive bilingual special education consultant teacher services.<br><br>Some students may be educationally "at risk" general education students who exhibit academic difficulties in reading, writing, oral communication and/or mathematics. Chapter 1 and PCEN student eligibility guidelines are used.<br><br>Special Education Eligibility<br>NOTE: THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE ESL SERVICES ONLY AS PER THEIR IEPs.<br><br>LEP students with disabilities are identified by the CSE team as disabled and requiring bilingual services as per their IEPs.<br><br>■ Student's potential for grade level or age-appropriate academic functioning is evident in evaluation data.<br>■ Student's social development is age-appropriate and within acceptable range of general education classroom setting. | Elementary, Intermediate, High School |

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| Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 8. Bilingual Special Education Consultant Teacher | | | X<br><br>Note:<br>There is a need to expand number of bilingual special education consultant teacher settings. | Caseload:<br><br>16:1 elementary<br><br>20:1 secondary | BILINGUAL GENERAL EDUCATION<br><br>Elementary<br>NYS (N-6) certification with a bilingual education extension.<br><br>Secondary (7-12)<br><br>NYS subject area certification with a NYS bilingual education extension.<br><br>BILINGUAL SPECIAL EDUCATION<br><br>■ NYS special education certification plus bilingual education extension. | The cost should be the same as the monolingual consultant teacher. |

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
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| 9. Two-Way Bilingual Program<br><br>A Two-Way Bilingual Education Program is one which employs two languages (one of which is English) for the purpose of instruction and involves students who are speakers of each of those languages. Both groups of students -- limited English proficient (LEP) and English proficient (EP) -- are expected to become bilingual.<br><br>In a Two-Way Bilingual Education Program, the students learn the New York State approved curriculum through their own and a second language, one of which is English to become proficient in a second language, and continue to develop skills in their native language.<br><br>(NYSED Two-Way Bilingual Education Program Guidelines, p.1)<br><br>■ Program can be implemented using one bilingual teacher.<br><br>■ Program can be implemented using one bilingual and monolingual English teacher in a team teaching design.<br>NOTE:<br>Two special education teachers may be paired or a monolingual English special education teacher could be paired with a bilingual general education teacher. | ■ Minimum of one unit of ESL<br>■ Minimum of one unit of native language arts<br>■ Content area instruction in native language and in English<br>■ Appropriate bilingual and ESL approaches<br>■ For special education, appropriate curricular and instructional adaptations.<br>■ Sufficient native language and ESL instructional materials/curricula | Language Criteria<br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and performance on the Language Assessment Battery.<br><br>General Education Eligibility<br><br>■ General education students who require bilingual services.<br>■ Students who are monolingual English.<br><br>Special Education Eligibility<br>NOTE: THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE ESL SERVICES ONLY AS PER THEIR IEPs.<br><br>Special education students are identified by the CSE team as disabled:<br><br>■ Special education students requiring bilingual services as per their IEPs, including academic as well as functional life skills and career development.<br>(Applicable for students with mild, moderate and severe disabilities).<br>■ Students who are monolingual English and whose IEPs do not exempt them from second language programs. | Elementary and Intermediate |

| Program Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 9. Two-Way Bilingual Program | X<br><br>Examples:<br><br>C.S.D # 2, 3, 4, 6,9,15,30 | X | X | Bilingual General Education<br><br>Minimum of 15 students up to a maximum class size, varying by district needs.<br><br>Bilingual/Special Education<br><br>For bilingual special education, please contact NYC Board of Education Educational Services for Handicapping conditions for specific size and staff ratios. | GENERAL EDUCATION<br><br>Bilingual Teacher<br><br>NYS (N-6)/secondary subject area certification with bilingual education extension.<br><br>Monolingual English Teacher<br><br>NYS (N-6)/secondary subject area certification.<br><br>SPECIAL EDUCATION<br><br>Bilingual Teacher<br><br>NYS special education with bilingual education extension.<br><br>Monolingual English Teacher<br><br>NYS special education certification. | There are no additional costs for the self-contained or team teaching designs.<br><br>Careful school-based programming is required for team teaching design.<br><br>Potential additional savings, if need for special education Alternate Language Paraprofessional is reduced/eliminated. |

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| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
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| **10. Bilingual Team Teaching**<br><br>(Sharing instructional responsibilities between bilingual and monolingual English teachers).<br><br>Monolingual and bilingual teachers are scheduled to provide shared instruction and are responsible for two classes.<br><br>There are two basic configurations:<br><br>(A) A bilingual teacher and monolingual English teacher each work independently with their own class for part of day in the native language. Then they work together to provide instruction in the second language.<br><br>(B) A bilingual teacher and a monolingual teacher each work independently with their individual class for part of the day. Then they exchange classes for certain content area subjects in the native language or English depending on the students' English language proficiency levels in accordance with their IEPs. | ■ ESL (minimum of one unit)<br>■ Native language arts (minimum of one unit)<br>■ Content area instruction in native language and in English<br>■ Appropriate bilingual and ESL approaches<br>■ For special education, appropriate curricular and instructional adaptations<br>■ Sufficient native language and ESL content area instructional curricular/ materials<br>■ Collaborative planning between monolingual and bilingual teachers as students increase native language and cognitive academic language proficiency in English | <u>Language Criteria</u><br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and performance on the Language Assessment Battery.<br><br><u>General Education Eligibility</u><br><br>Students who require bilingual services.<br><br>Students may be monolingual English or former LEP in monolingual English classroom.<br><br><u>Special Education Eligibility</u><br><u>NOTE</u>: THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE ESL SERVICES ONLY AS PER THEIR IEPS.<br><br>LEP students with disabilities are identified by the CSE team as disabled and requiring bilingual services as per their IEPs.<br><br>Applicable for students with mild to moderate to severe disabilities. | Elementary, Intermediate School |

| Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 10. Bilingual Team Teaching<br><br>(Flexible scheduling between bilingual teacher and monolingual-English teachers) | X<br><br>Examples<br><br>C.S.D #6 & 7 | X | X | Bilingual General Education<br>Minimum of 15 students up to maximum class size, varying by district needs.<br><br>Bilingual Social Education<br>Please consult NYC Board of Education Educational Services for Students with Handicapping Conditions. | GENERAL EDUCATION<br><br>Bilingual Teacher<br><br>■ NYS (N-6) certification with bilingual education certification.<br>■ Appropriate NYS secondary subject area certification with a bilingual education extension<br><br>Monolingual English Teacher<br><br>■ NYS (N-6) certification<br>■ Appropriate NYS secondary subject area certification<br><br>SPECIAL EDUCATION<br><br>Bilingual Teacher<br><br>■ NYS special education certification with bilingual education extension<br><br>Monolingual English Teacher<br><br>■ NYS special education certification.<br>■ Appropriate NYS secondary subject area certification | No additional cost. However, careful school- based programming is required to implement without incurring additional cost.<br><br>Potential additional savings if need for special education Alternate Language paraprofessional is reduced/or eliminated.<br><br>Additional savings also can occur because the bilingual teacher can serve two classes. |

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 11. Bilingual In-Class (Push-In) Teacher<br><br>NOTE:<br>Bilingual teacher provides native language arts, ESL and content area instruction in native language and in English to LEP students while monolingual English teacher is working with the non-LEP students.<br><br>Design #1 (Eliminate Alternate Language Paraprofessional)<br><br>• Bilingual teacher provides native language arts, ESL and content area instruction in native language and in English to LEP students within a monolingual English class, while the monolingual teacher is working with the non-LEP students. Monolingual teacher coordinates with bilingual "push-in" teacher on specific topics and/or themes to be taught.<br><br>Design #2 (Half-Day Alternate Language Paraprofessional)<br><br>• Another design provides for a bilingual paraprofessional to work with the monolingual English teacher. The paraprofessional divides his/her time between two classrooms and assists the monolingual teacher when the bilingual "push-in" teacher is not in the classroom. | ▪ Minimum of one unit of ESL (LEP students only)<br>▪ Native language arts (minimum of one unit) (LEP students only)<br>▪ Content area instruction in native language and in English<br>▪ Appropriate bilingual and ESL approaches<br>▪ Appropriate curricular/instructional adaptations<br>▪ Sufficient native language and ESL content areas instructional materials<br>▪ Collaborative planning between bilingual and monolingual English teachers for follow-up | Language Criteria<br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and performance on the the Language Assessment Battery.<br><br>LEP students with disabilities are identified by the CSE team as disabled and requiring bilingual services.<br><br>General Education Eligibility<br><br>LEP students who require bilingual education services. Some of the students in the classroom are monolingual English. LEP students need to be on the same level of language proficiency in native language and ESL so that "in class" teacher can meet their instructional needs.<br><br>Special Education Eligibility<br>Design #2<br>NOTE: THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE ESL SERVICES ONLY AS PER THEIR IEPS.<br><br>LEP students with disabilities are identified by CSE team as disabled and requiring bilingual services as per their IEPs. If student is placed in Interim Alternate Placement, an alternate language paraprofessional must be listed on IEP.<br><br>In special education, the IEP must be followed regarding native language content area and ESL instruction.<br>Applicable for students with mild, moderate and severe disabilities.<br><br>Some of the students in the classroom are monolingual English. LEP students need to be on the same level of language proficiency in native language and ESL so that "in class" teacher can meet their instructional needs. | Elementary |

| Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
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| | General Ed. | Special Ed. | Integrated Service | | | |
| 11. Bilingual In-Class (Push-In) Teacher<br><br>(Native language content area teacher with monolingual English classroom teacher). | X<br><br>Example:<br><br>C.S.D #2 | X | X<br><br>Students with disabilities participating in bilingual resource room, consultant teacher, related services | Bilingual General Education<br>Minimum of 15 students up to a maximum class size, varying by district needs.<br><br>Bilingual Special Education<br>Please consult NYC Board of Education Educational Services for Students with Handicapping Conditions for specific size and staff ratios. | GENERAL EDUCATION<br><br>Bilingual Teacher<br><br>NYS (N-6) certification with bilingual education extension<br><br>Monolingual English Teacher<br><br>NYS (N-6) certification<br><br>SPECIAL EDUCATION<br><br>Bilingual Teacher<br><br>NYS special education certification with bilingual education extension<br><br>Monolingual English Teacher<br><br>NYS special education certification<br><br>Bilingual Paraprofessional<br><br>Bilingual paraprofessional needs to have completed high school, at least six college credits and must have good native language and English skills. | Design #1<br>Additional costs per year range $2,885 to $16,447 per class and $577 to $8,224 per student. (Cost of bilingual paraprofessional is eliminated).<br><br>Design #2<br>The additional cost per year range from a cost of $14,376 to $27,803 per class and $2,875 to $13,902 per student. |

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 12. Departmentalized Bilingual Program<br><br>Students are grouped for instruction in subject classes taught in their native language and in English by certified bilingual teachers. ESL instruction is given by certified ESL teachers. Students participate with the main-stream school population for music, art, physical education and other minor subjects. As the students' English proficiency increases, students may participate in required subject classes which are taught in English, with native language support as needed.<br><br>This organizational design is found mainly on the intermediate, junior and high school levels. Often departmentalization occurs within theme centers or "houses."<br><br>When implemented on the upper elementary grades, schools tend to have LEP students work on native language arts and ESL with the bilingual classroom teacher and have departmentalized schedules for part of each day with other bilingual and ESL teachers. | ■ Minimum of one unit of ESL<br>■ Minimum of one unit of native language arts<br>■ Content area instruction in native language and in English provided by appropriately certified teachers<br>■ Appropriate bilingual and ESL approaches<br>■ Sufficient native language and ESL instructional materials/curricula<br>■ For special education, appropriate curricular and instructional adaptations<br>■ Collaborative planning and follow-up among teachers | <u>Language Criteria</u><br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and performance of the Language Assessment Battery.<br><br><u>General Education Eligibility</u><br><br>General education students who require bilingual services.<br><br><u>Special Education Eligibility</u><br>NOTE: THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE ESL SERVICES ONLY AS THEIR IEPs.<br><br>Special education students are identified by the CSE team as disabled and requiring bilingual services as per their IEPs.<br><br>Special education students requiring bilingual services, including academic and functional life skills, career development, etc. as per their IEPs. | Upper Elementary, Intermediate and High School |

| Program Title | Implementation for | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 12. Departmentalized Bilingual Programs | X<br><br>Example:<br><br>Across the city. | X | X | Bilingual General Education<br><br>Minimum of 20 to a maximum class size by contractual agreement.<br><br>Reimbursable funded classes may have different class size require- ments (PCEN, etc.)<br><br>Bilingual Special Education<br><br>For special education please consult NYC Board of Education Educational Services for Students with Handicapping Conditions for specific size and staff ratios. | GENERAL EDUCATION<br><br>■ NYS (N-6)/secondary subject area certification with a bilingual education extension.<br><br>■ NYS certification in ESL.<br><br>SPECIAL EDUCATION<br><br>■ NYS certification in special education with bilingual education extension.<br><br>■ NYS ESL certification (must be in consultation with NYS special education certified teacher). | The cost should be the same as a monolingual departmentalized program. |

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 13. Bilingual/ESL Mainstreaming<br><br>The interaction between LEP special education and LEP/monolingual English general education students in academic and/or non- academic areas:<br><br>(a) LEP special education students participate in academic and non-academic activities with bilingual general education students<br><br>(b) LEP special education students have some developed cognitive academic language proficiency in English and can participate successfully in one or more academic/non-academic activities<br><br>LRE guidelines also support the establishment of partial main- streaming patterns (period, partial day, etc.) to allow bilingual general and bilingual special education teachers to provide bilingual and ESL services to LEP special education students according to IEP. | ■ Academic mainstreaming can occur:<br>▪ between bilingual special education and bilingual general education<br>▪ between bilingual special education and monolingual English general education as per IEP<br>■ ESL (minimum of one unit)<br>■ Native language arts (minimum of one unit)<br>■ Content area instruction in native language and in English<br>■ Sufficient native language and ESL content area instructional materials<br>■ Appropriate bilingual/ESL and special education approaches and adaptations<br>■ Collaborative planning and follow-up between mainstreaming teachers | Language Criteria<br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and performance on the Language Assessment Battery and bilingual multidisciplinary assessment depending on the individual needs of the student as per the IEP.<br><br>Special Education Eligibility<br>Design (a)<br>NOTE: THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE ESL SERVICES ONLY AS PER THEIR IEPs.<br><br>Eligible students are identified by the classroom teacher, pupil personnel committee and CSE assessment team as ready to succeed in a general education setting for at least part of the school day as per their IEPs. | Elementary, Intermediate, High School |

| Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 13. Bilingual/ESL Mainstreaming | X | | X<br><br>Examples: Currently exists across the city. Need for increase in mainstreaming from bilingual special education to bilingual general education within schools. | Please consult DSE Mainstreaming Manual and Special Circular #1, 1990-1991 - update. | GENERAL EDUCATION<br><br>Bilingual Teacher<br>▪ NYS (N-6) or secondary content area certification with bilingual education extension.<br><br>Monolingual English Teacher<br>▪ NYS (N-6) or secondary content area certification.<br><br>SPECIAL EDUCATION<br><br>Bilingual Teacher<br>▪ NYS special education certification with bilingual education extension.<br><br>Monolingual English Teacher<br>▪ NYS special education certification. | Bilingual mainstreaming costs are no different than monolingual mainstreaming. |

# ENGLISH AS A SECOND LANGUAGE
# (ESL)
# ORGANIZATIONAL
# DESIGNS

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 1. Self-Contained (ESL) English as a Second Language<br><br>English language skills development and content area instruction using appropriate ESL approaches.<br><br>Teacher works with same group of students for the entire day.<br><br>NOTE:<br><br>Students in self-contained ESL classes should move rapidly into a team teaching, departmentalized or ESL center after they reach the intermediate level of English proficiency. | ■ ESL (minimum of one unit)<br>■ ESL/multicultural and theme-centered topics using ESL approaches<br>■ Content area instruction in English using ESL methodologies<br>■ Appropriate ESL approaches<br>■ Appropriate instructional and curricular adaptations for special needs with content varying from academic to functional/survival themes depending on IEP<br>■ Sufficient ESL instructional materials/ curriculum | Language Criteria<br><br>Students are identified based on the results of the Home Language Identification Survey and performance on the Language Assessment Battery.<br><br>General Education Eligibility<br><br>NOTE:<br>IMPLEMENTED ONLY WHEN THERE ARE DIVERSE LANGUAGE GROUPS AND NOT ENOUGH LEP STUDENTS TO FORM A BILINGUAL CLASS OR WHEN LEP STUDENTS HAVE BEEN OPTED OUT OF A BILINGUAL EDUCATION PROGRAM.<br><br>General education students are identified as requiring ESL only.<br><br>Students may/may not have developed basic interpersonal communication skills in English and have started to acquire cognitive academic language proficiency in English, but still require English as a second language support to be able to succeed.<br><br>Special Education<br><br>LEP students with disabilities are identified by the CSE teams as disabled and requiring ESL only as per their IEPs.<br><br>NOTE:<br>THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE BILINGUAL SERVICES AS PER THEIR IEPs. | K-8 |

| Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 1. Self-Contained (ESL) English as a Second Language | X | X | | General Education<br><br>Minimum of 15 students up to a maximum class size, varying by district needs.<br><br>Special Education<br><br>For ESL in special education, please consult NYC Board of Education Educational Services for Students with Handicapping Conditions for specific size and staff ratios. | GENERAL EDUCATION<br><br>Elementary Level<br><br>■ Dual NYS (N-6) and ESL.<br><br>Secondary Level<br><br>■ Dual NYS certification in subject area and ESL.<br><br>SPECIAL EDUCATION<br><br>■ NYS dual certification in ESL and special education | For general education, districts currently have this option, but must appropriately use tax levy, PCEN and/or other allocations to fund it.<br><br>No additional costs for special education. |

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 2. ESL Team Teaching<br><br>An ESL teacher and a monolingual-English teacher are scheduled to provide instruction for each other's classes, each of which contains all or some LEP students.<br><br>There are two basic configurations for elementary/intermediate levels:<br><br>1) (No Alternate Language Paraprofessional)<br>An ESL teacher and a monolingual English teacher each work independently for part of the day. They then exchange classes for ESL and content area subjects.<br><br>2) (Half-Day Alternate Language Paraprofessional)<br>The bilingual paraprofessional works with the monolingual English teacher. The paraprofessional divides his/her time between two classrooms and assists the monolingual teacher when the ESL teacher is not there.<br><br>NOTE:<br>For high schools, a variation on the design would feature a departmentalized approach, which includes the coordination among certified ESL, content area and special education teachers. | ■ ESL (minimum of one unit)<br>■ ESL/multicultural and theme-centered topics using ESL approaches<br>■ Content area instruction in English using ESL methodologies<br>■ Appropriate ESL approaches<br>■ Appropriate instructional and curricular adaptations for special needs with content varying from academic to functional/survival themes depending on IEP<br>■ Sufficient ESL instructional materials/curriculum | Language Criteria<br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and performance on the Language Assessment Battery.<br><br>General Education Eligibility<br><br>NOTE:<br>IMPLEMENTED ONLY WHEN THERE ARE DIVERSE LANGUAGE GROUPS AND NOT ENOUGH LEP STUDENTS TO FORM A BILINGUAL CLASS OR WHEN LEP STUDENTS HAVE BEEN OPTED OUT OF A BILINGUAL EDUCATION PROGRAM.<br><br>Special Education Eligibility<br><br>NOTE: Design #1<br>THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE BILINGUAL SERVICES AS PER THEIR IEPS.<br>LEP students with disabilities are identified by CSE team as disabled and requiring ESL only as per their IEPs.<br>The team should indicate if student has developed cognitive academic language proficiency skills in English to be able to succeed without the language paraprofessional (design #1).<br><br>Design #2<br>LEP students with disabilities are identified by CSE team as disabled and requiring bilingual services as per their IEPs. If student is placed in Interim Alternate Placement, an alternate language paraprofessional must be listed on IEP. | K-8 High Schools (Please see note in description) |

| Program Title | Implementation | | | Class Size & Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 2. ESL Team Teaching | X | X | X | General Education<br><br>ESL class of 15 students up to maximum class size, varying by district needs.<br><br>Special Education<br><br>For ESL in special education, please consult NYC Board of Education Educational Services for Students with Handicapping Conditions. | GENERAL EDUCATION<br><br>ESL TEACHER<br>NYS ESL certification<br><br>Monolingual English Teacher<br>NYS (N-6) or NYS subject area certification for secondary level.<br><br>SPECIAL EDUCATION<br>ESL Teacher<br>NYS ESL certification (Must be in consultation with NYS special education teacher.)<br><br>Monolingual English Teacher<br>NYS special education certification. (Must be in consultation with ESL certified teacher and special education teacher.)<br><br>NYS subject area certification for secondary level. (Must be in consultation with ESL certified teacher.)<br><br>Bilingual Paraprofessional<br>Bilingual paraprofessional needs to have completed high school, at least six college credits, and must have good native language and ESL skills. | Savings of $1,592 to $3,980 per class and $796 per student by eliminating the out of class ESL program.<br><br>NOTE:<br><br>Additional potential savings may be realized if the need for the Alternate Language Placement Paraprofessional in special education is reduced or eliminated. |

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 3. In-Class (Push-in) ESL<br><br>The In-Class ESL teacher travels into a general education or special education monolingual English class to provide LEP students with ESL instruction for at least one period a day. Topics and themes are coordinated with the monolingual English classroom teacher, considering student's level of English proficiency and needed adaptations.<br><br>Some students in monolingual English class are English proficient. | ■ ESL (minimum of one unit)<br>■ Content area instruction in English using ESL methodologies<br>■ Appropriate ESL approaches<br>■ Appropriate curricular and instructional adaptations for students with special needs<br>■ Sufficient ESL instructional materials and curriculum resources<br>■ Consultation and follow-up between ESL teacher and classroom teacher | <u>Language Criteria</u><br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and performance on the Language Assessment Battery.<br><br><u>General Education Eligibility</u><br><br>Students may/may not have acquired Basic Interpersonal Communication Skills in English, but still require English as a second language support to develop a Cognitive Academic Language Proficiency that will enable them to succeed in an all English classroom setting.<br><br>All LEP students need to be grouped to be at the same level of Cognitive Academic Language Proficiency development to require at least one period of ESL per day so that the ESL teacher can meet their instructional needs.<br><br>Some students in monolingual English class are English proficient.<br><u>NOTE</u>: IMPLEMENTED ONLY WHEN THERE ARE DIVERSE LANGUAGE GROUPS AND NOT ENOUGH LEP STUDENTS TO FORM A BILINGUAL CLASS OR WHEN LEP STUDENTS HAVE BEEN OPTED OUT OF A BILINGUAL PROGRAM.<br><br><u>Special Education Eligibility</u><br><u>NOTE</u>: THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE BILINGUAL SERVICES AS PER THEIR IEPs.<br><br>Special education students are identified by the multidisciplinary teams as disabled and requiring ESL only as per their IEPs. All LEP students need to be grouped to be at the same level of Cognitive Academic Language Proficiency development to require at least one period of ESL per day as indicated on their IEPs so that the ESL teacher can meet their instructional needs. | Elementary and Intermediate Levels |

| Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 3. In-Class (Push-in) ESL | X<br><br>Example:<br><br>C.S.D 28 | X | | General Education<br>1:75 (per week)<br><br>Ratio may vary based on funding source.<br><br>For Special Education, please consult NYC Board of Education Educational Services for Students with Handicapping Conditions for specific size and staff ratios | GENERAL EDUCATION<br><br>ESL Teacher<br><br>■ NYS ESL certification<br><br>Monolingual English Teacher<br><br>■ NYS (N-6) certification<br><br>SPECIAL EDUCATION<br><br>ESL Teacher<br><br>■ NYS ESL certification<br><br>Monolingual English Teacher<br><br>■ NYS special education certification | Additional costs range from $5,969 to $11,975 per class and from $1,194 to $5,988 per student. |

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 4. DISTRICT ESL ITINERANT TEACHER (GENERAL EDUCATION)<br><br>ESL certified teacher travels to at least two schools and provides ESL and content area reinforcement to LEP students.<br><br>DISTRICT ESL ITINERANT TEAM (SPECIAL EDUCATION)<br><br>(ESL teacher with bilingual paraprofessionals from diverse language groups)<br><br>Emphasis is on provision of ESL services with limited support in native language.<br><br>ESL certified special education teacher and bilingual paraprofessionals (eg. Urdu, or Khmer) travel as a team and visit at least two schools each day to provide the basic period(s) of ESL per day. ESL teacher provides ESL services and a bilingual paraprofessional provides native language content area or functional skills support during separate periods.<br><br>NOTE:<br><br>This design should be used to support the ESL and native language needs of students from diverse language groups. | ■ Minimum of one unit of ESL<br>■ Native language support<br>■ Reinforcement of content varies from academic to area through ESL functional/survival themes in coordination with classroom reachers<br>■ Appropriate ESL approaches<br>■ Appropriate curricular/instructional adaptations<br>■ Sufficient ESL and native language content area instructional materials<br>■ Collaborative planning among teachers and paraprofessionals | Language Criteria<br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and performance on the Language Assessment Battery.<br><br>General Education Eligibility<br><br>NOTE:<br>IMPLEMENTED ONLY WHEN THERE ARE DIVERSE LANGUAGE GROUPS AND NOT ENOUGH LEP STUDENTS TO FORM A BILINGUAL CLASS OR WHEN LEP STUDENTS HAVE BEEN OPTED OUT OF A BILINGUAL EDUCATION PROGRAM.<br><br>Special Education Eligibility<br><br>THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE BILINGUAL SERVICES AS PER THEIR IEPs.<br><br>LEP students with disabilities are identified by CSE team as disabled and requiring bilingual services as per their IEPs. If student is placed in Interim Alternate Placement, an alternate language paraprofessional must be listed on IEP. | Pre-K, Elementary and Intermediate |

| Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 4. District ESL Itinerant Teacher (General Education)<br><br>District ESL Itinerant Team (Special Education)<br><br>(ESL teacher with bilingual paraprofessionals from diverse language groups). | X | X<br><br>Dist. 75 has itinerant ESL teachers. | | To be determined according to district needs. | GENERAL EDUCATION<br><br>■ NYS ESL certification (Consultation with general education classroom teacher)<br><br>SPECIAL EDUCATION<br><br>■ Dual NYS certification in ESL and special education or<br>■ NYS ESL certification (Consultation with special education teacher)<br><br>Bilingual Paraprofessional<br><br>■ Bilingual paraprofessional has a high school diploma with at least six college credits. The bilingual paraprofessional must have good native language and English skills. | Additional costs per team is $84,270. |

- Since students lose time away from classroom, pull-out programs are organizationally the least effective approach, as supported by research.

| Title and Description | Instructional Components | Language Criteria and Eligibility | Level/Age |
|---|---|---|---|
| 5. ■ Out-of-Class (Pull-out) ESL<br><br>ESL instruction at least one period a day on a "pull-out" basis from the self- contained monolingual English general or special education class.<br><br>Consultation with elementary/special education and/or content area teachers. | ■ Minimum of one unit of ESL<br>■ Content area instruction through ESL methodology<br>■ Appropriate ESL approaches<br>■ Appropriate curricular/ instructional adaptations<br>■ Collaborative planning between ESL teacher and classroom teacher<br>■ Sufficient instructional materials and curriculum | <u>Language Criteria</u><br><br>Students are identified as LEP based on the results of the Home Language Identification Survey and performance on the Language Assessment Battery.<br><br><u>General Education Eligibility</u><br><br><u>NOTE</u>:<br><br>IMPLEMENTED ONLY WHEN THERE ARE DIVERSE LANGUAGE GROUPS AND NOT ENOUGH LEP STUDENTS TO FORM A BILINGUAL CLASS OR WHEN LEP STUDENTS HAVE BEEN OPTED OUT OF A BILINGUAL EDUCATION PROGRAM.<br><br>LEP students identified as in need of ESL services.<br><br><u>Special Education Eligibility</u><br><br>THIS MODEL IS NOT APPROPRIATE FOR LEP STUDENTS WITH DISABILITIES WHO REQUIRE BILINGUAL SERVICES AS PER THEIR IEPs.<br><br>LEP students with disabilities are identified by the CSE team as disabled and requiring ESL only as per their IEPs. | Elementary, Intermediate |

- Since students lose time away from classroom, pull-out programs are organizationally the least effective approach, as supported by research.

| Title | Implementation | | | Class Size & Staff Ratio | Certification Requirements | Fiscal Implications |
|---|---|---|---|---|---|---|
| | General Ed. | Special Ed. | Integrated Service | | | |
| 5. ■ Out-of-Class (Pull- out) ESL | X<br><br>Examples:<br>C.S.Ds #2 & 9 | X | X | Bilingual General Education<br>1:75 (per week)<br><br>(Title I requirements; ratio may vary according to funding source)<br><br>For Special Education, please consult Educational Services for Students with Handicapping Conditions for specific size and staff ratios<br><br>Please consult DSE Mainstreaming Manual for guidelines for integrated services and Special Circular #1 - 1990-1991 update | GENERAL EDUCATION<br>■ NYS ESL Certification.<br><br>SPECIAL EDUCATION<br>■ NYS ESL certification (Must be in consultation with NYS certified special education teacher). | It should be noted that the existing programs do incur excess costs for the Pull-Out ESL teacher. |

## APPENDIX

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